

Strand	EYFS	KS1	LKS2	UKS2
<p><b>Develop ideas</b>            This concept involves understanding how ideas develop through an artistic process.</p>	<ul style="list-style-type: none"> <li>-To develop a preference for forms of expression.</li> <li>-To choose particular colours for a purpose.</li> <li>-Represent their own ideas, thoughts and feelings through art.</li> <li>-To select the appropriate resources to adapt work where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to ideas and starting points.</li> <li>-Explore ideas and collect visual information.</li> <li>-Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop ideas from starting points throughout the curriculum.</li> <li>-Collect information, sketches and resources.</li> <li>-Adapt and refine ideas as they progress.</li> <li>-Explore ideas in a variety of ways.</li> <li>-Comment on artworks using visual language.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>-Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>-Use the qualities of materials to enhance ideas.</li> <li>-Spot the potential in unexpected results as work progresses.</li> <li>-Comment on artworks with a fluent grasp of visual language.</li> </ul>
<p><b>Master techniques: Painting</b>            This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> <li>-Explore colour and how colours can be changed.</li> <li>-Explore what happens when they mix colours.</li> </ul>	<ul style="list-style-type: none"> <li>-Use thick and thin brushes.</li> <li>-Mix primary colours to make secondary.</li> <li>-Add white to colours to make tints and black to colours to make tones.</li> <li>-Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>-Mix colours effectively.</li> <li>-Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>-Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>-Sketch (lightly) before painting to combine line and colour.</li> <li>-Create a colour palette based upon colours observed in the natural or built world.</li> <li>-Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>-Combine colours, tones and tints to enhance the mood of a piece.</li> </ul>

				<ul style="list-style-type: none"> <li>-Use brush techniques and the qualities of paint to create texture.</li> <li>-Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>
<p><b>Master techniques: Collage</b>          This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> <li>-To experiment to create different textures.</li> <li>-To understand that different media can be combined to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a combination of materials that are cut, torn and glued</li> <li>-Sort and arrange materials.</li> <li>-Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>-Select and arrange materials for a striking effect.</li> <li>-Ensure work is precise.</li> <li>-Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>-Mix textures (rough and smooth, plain and patterned).</li> <li>-Combine visual and tactile qualities.</li> <li>-Use ceramic mosaic materials and techniques.</li> </ul>
<p><b>Master techniques: Sculpture</b>          This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> <li>-To manipulate materials to achieve a planned effect.</li> <li>-To construct with a purpose in mind, using a variety of materials.</li> <li>-To select tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a combination of shapes.</li> <li>-Include lines and texture.</li> <li>-Use rolled up paper, straws, paper, card and clay as materials.</li> <li>-Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>-Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>-Include texture that conveys feelings, expression or movement.</li> <li>-Use clay and other mouldable materials.</li> <li>-Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>-Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>-Use tools to carve and add shapes, texture and pattern.</li> <li>-Combine visual and tactile qualities.</li> <li>-Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>
<p><b>Master techniques: Drawing</b>          This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> <li>-Understand that they can use lines to enclose a space and then begin to use shapes to represent objects.</li> <li>-To create simple representations of events, people and objects.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw lines of different sizes and thickness.</li> <li>-Colour (own work) neatly following the lines.</li> </ul>	<ul style="list-style-type: none"> <li>-Use different hardnesses of pencils to show line, tone and texture.</li> <li>-Annotate sketches to explain and elaborate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>-Use a choice of techniques to depict movement,</li> </ul>

Rose Hill Primary School  
Progression of Skills  
Subject: Art

	-To explore mark making with a variety of pens and pencils.	-Show pattern and texture by adding dots and lines. -Show different tones by using coloured pencils.	-Sketch lightly (no need to use a rubber to correct mistakes). -Use shading to show light and shadow. -Use hatching and cross hatching to show tone and texture.	perspective, shadows and reflection. -Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). -Use lines to represent movement.
<b>Master techniques: Print</b> This concept involves developing a skill set so that ideas may be communicated.	-To explore printing with different objects. -Experiment with printing to create pictures and repeating patterns.	-Use repeating or overlapping shapes. -Mimic print from the environment (e.g. wallpapers). -Use objects to create prints (e.g. fruit, vegetables or sponges). -Press, roll, rub and stamp to make prints.	-Use layers of two or more colours. -Replicate patterns observed in natural or built environments. -Make printing blocks (e.g. from coiled string glued to a block). -Make precise repeating patterns.	-Build up layers of colours. -Create an accurate pattern, showing fine detail. -Use a range of visual elements to reflect the purpose of the work.
<b>Master techniques: Textiles</b> This concept involves developing a skill set so that ideas may be communicated.	-To begin to be interested in and describe the texture of things. -To explore different materials by sticking them together.	-Use weaving to create a pattern. -Join materials using glue and/or a stitch. -Use plaiting. -Use dip dye techniques.	-Shape and stitch materials. -Use basic cross stitch and back stitch. -Colour fabric. -Create weavings. -Quilt, pad and gather fabric.	-Show precision in techniques. -Choose from a range of stitching techniques. -Combine previously learned techniques to create pieces.
<b>Take inspiration from the greats</b> This concept involves learning from both the	-To use what they have learnt about media and materials in original ways,	-Describe the work of notable artists, artisans and designers.	-Replicate some of the techniques used by notable artists, artisans and designers.	-Give details (including own sketches) about the style of some notable artists, artisans and designers.

Rose Hill Primary School

Progression of Skills

Subject: Art

<p>artistic process and techniques of great artists and artisans throughout history.</p>	<p>taking inspiration from famous artists.</p>	<p>-Use some of the ideas of artists studied to create pieces.</p>	<p>-Create original pieces that are influenced by studies of others.</p>	<p>-Show how the work of those studied was influential in both society and to other artists.           -Create original pieces that show a range of influences and styles.</p>
--	--	--	--	--